

Letter from the Editors

The Journal of Transformative Leadership and Policy Studies (JTLPS), Volume 7.1, is published as a special volume in collaboration with a Guest Editor, Dr. Julian Vasquez Heilig. The thematic link across several of the manuscripts provides a focus on the impact of charter school attributes on communities of color. The authors introduce a forum for discussion that revolves around the relationship between the charter and public-school systems to give the reader a sense of how the systems converge yet diverge; why opinions are so strong both for and against the new charter school movement; and the impact of articulating information so that it informs rather than misinforms the public. Collectively, the manuscripts in this volume provide a comprehensive overview of the primary issues related to a new charter school movement. This integrative approach involves the consideration of multiple factors that limit equitable access to quality education for students of color (e.g., systems of accountability, educator working conditions, and segregation).

Volume 7.1 of JTLPS begins by featuring a critical analysis titled, "The Neoliberal Attack on the Public Education of Students of Color," which introduces the shift of a new charter school movement towards privatization. The purpose of this report is to redirect the focus of discussions away from an empowerment of the charter system and return to the value of public education. This special volume also includes two conceptual studies. The first is titled "Charter School Authorization: A Gateway to Excellence and Equity" and examines the impact of deregulation in the charter school setting on the quality of education for students of color. The writers describe the process to obtain charter authorization and consider two models of authorizer governance. The focus on charter governance and accountability addresses both diversity and equity issues and their implications.

An empirical study titled, "Teachers of Color and Urban Charters Schools: Race, School Culture, and Teacher Turnover in the Charter Sector," provides ethnographic data to identify patterns in teacher turnover. The author explores specific conditions that impact teacher turnover including structural, organizational and sociocultural. This study focuses on teachers of color as it addresses issues related to the promotion of access, retention, and equity in the charter school system. The second conceptual study titled, "Are California's Charter Schools the New Separate-But-Equal 'Schools of Excellence, or Are They

Worse Than Plessy?," brings the reader back to a focus on the students of color with a thorough discussion of the issues related to undoing institutional barriers, setting high expectations, and culturally responsive instructional leadership in education.

This special volume ends by featuring a review of the book "A Smarter Charter: Finding What Works for Charter Schools and Public Education," and advances recommendations for improving the success of students of color in both the charter and public-school settings. Drawing from insights gleaned from the promoter of the original charter movement, Albert Shanker, the authors extend strategies and practices that can advance the laboratory school, teacher voice, and ethnic and socioeconomic diversity. The new charter school movement mentioned in the critical analysis, earlier on in this special volume, has led to an array of issues that the book review attempts to clarify.

The JTLPS and its editorial board wishes to thank the Chancellor's Office of the California State University and the College of Education at California State University, Sacramento for its continued support. We also invite future authors to submit their manuscripts with the understanding that they are accepted for review on a rolling basis.



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